



Erasmus Day

The PEERMENT experience

Dr. Vincent Caruana

23/03/2022

PEERMENT – The origins

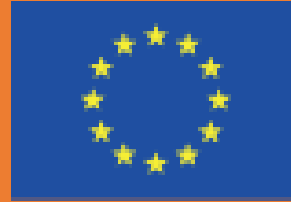
- For this presentation, I will be focusing on the PEERMENT experience, a Transnational KA2 project I managed from 2017 – 2020.
- The aim of this project was to create a new model in Peer Mentoring in Education for Sustainable Development.
- I will be drawing also on other lessons I learnt while managing other projects.



peerment



Project Partners



Co-funded by the
Erasmus+ Programme
of the European Union

The project partners are:

Centre for Environmental Education and Research - University of Malta (Malta)

Solski Center Nova Gorica (Slovenia)

Comité National de Solidarité Laïque (France)

Consorzio degli Istituti Professionali (Italy)

Udruga za rad s mladima Breza (Croatia);

ProgettoMondo Mlal Onlus (Italy).

Success?

SUCCESS



**WHAT PEOPLE THINK
IT LOOKS LIKE**

SUCCESS



**WHAT IT REALLY
LOOKS LIKE**

Need analysis

- Teachers' training is a crucial tool for school innovation and improvement. Mentoring and Peer-Mentoring are among the most effective ways of staff training, but they are rarely used in European systems of Formal Education. Annually, many teachers leave courses enthusiastic to put into practice initiatives that encourage SD, yet upon returning to their classroom, their passion is often challenged by day-to-day work realities. Avenues that rekindle their desire become crucial and research indicates continual engagement to be effective.



Need analysis

- ESD is becoming increasingly important, especially for new generations who are set to face dramatic and new global challenges. Unfortunately, national policies do not currently foresee adequate “accompanying measures” at the level of teachers’ training. Teachers are required to have new and unprecedented competences: to lead pupils toward values of peace, solidarity and democracy, and simultaneously allow them to understand complex phenomena using knowledge from different subjects. Currently, none of the existing national systems of teachers’ training in the EU appear able to support teachers in this challenge.

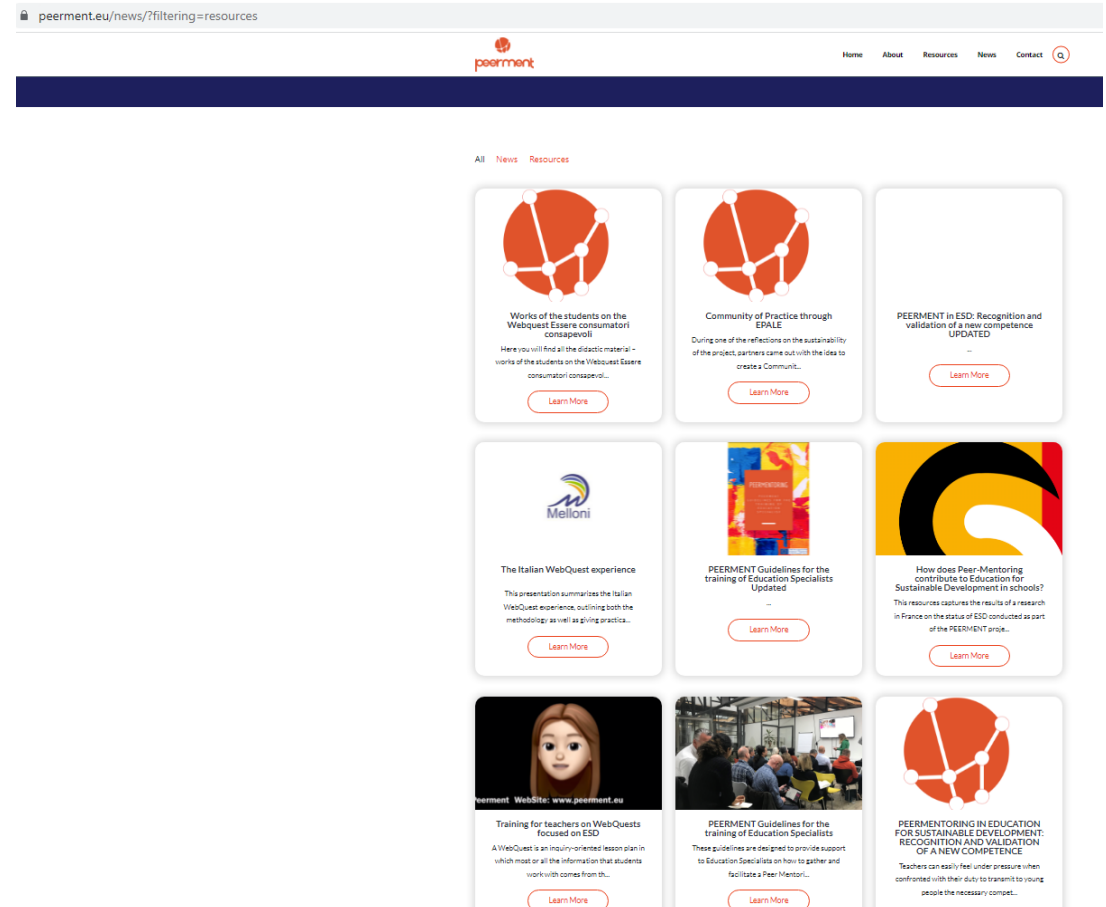


A new model?

- The project aimed to lay out, test and disseminate a new model of Mentoring and Peer-Mentoring for ESD. This was done through a process of Action/Research involving around 20 Education Specialists as teacher's trainers and senior mentors, and about 50 teachers as mentors through purposefully set up Local Testing Groups.
- The first desired impact was to spread and improve the use of Mentoring and Peer Mentoring approach and ESD in a combined way. The second is a wider use of Mentoring, and Peer-Mentoring in initial and in-service training, for disciplinary, multi-disciplinary and inter-disciplinary subjects.

Long Term Tools

- Legacy Website
- [Intellectual Outputs](#)
 - Training manual for education specialists
 - Step by step training for teachers who want to embark on a similar process
 - Videos with the Webquest Methodology.
 - Samples of student work ...



PMI

PMI CHART

Plus, Minus, Interesting

PMI Chart

The image shows a template for a PMI Chart. It consists of three vertical columns. The first column is green and has a thumbs-up icon at the top. The second column is red and has a thumbs-down icon at the top. The third column is yellow and has a magnifying glass icon at the top. Each column has a large, empty rectangular box below the header for writing notes. The entire chart is titled 'PMI Chart' at the top.

P(lus)

- Beyond attaining the objectives ...
 - Partners worked on process. In particular when Covid-19 struck, partners spent a lot of time on discussing alternatives.
 - Participatory democracy
 - Regular meetings (Once a month)
 - Agenda sent beforehand
 - Monitor and Evaluate regularly
 - Design appropriate evaluation tools
 - Different stakeholder collaborations
 - Learn from each other (e.g., WebQuests & Slovenia-Italy meeting)
 - Go over and above the minimum (e.g., video production)
 - Multimodal



M(inus)

- Editing errors from version 1 to 2
- Improve the external verification
- Community of Practice through EPALE



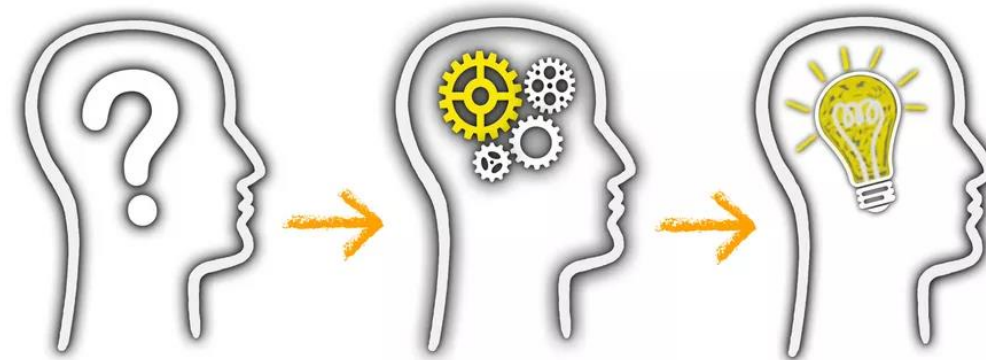
I(nteresting Points)

- NGO – University collaboration
- Short-extension
- Long Term partnerships & project within the framework of a programme.
- UoM module



On learning and unlearning ...

- Lead partner – time consuming
- Do your homework (who is best positioned to propose the project and where ought it be presented)
- Always challenged beyond one's comfort zone (Group dynamics, admin work, tenders etc.)
- Need analysis vs project priorities (no begging!)
- RSO?
- Email heading "Naqra Urgenti" – when to best avoid projects
- Believe in an idea (accepted for funding at second submission)



LESSONS LEARNED

My research interests – Real World Research?

- Adult, Youth and Community ESD
- Development Education/Global Education/Global Citizenship Education
- Civil Society/Civil Society organisations (CSOs)/Grassroots movements/NGOs/Volunteering
- Agriculture/Permaculture/Food
- Social Enterprise
- Transformative Education
- International Cooperation (for Development)
- Change Makers
- Mindsets/Paradigms of Development
- Fair Trade/Ethical consumption/Social Economy
- Sustainable Development and the Arts



Contacts

- Vincent Caruana
- censu.caruana@um.edu.mt
- 23403656
- Centre for Environmental Education and research

